

Fairfax County Public Schools:

- 1. Please explain the maps in the Schools CIP as compared to last year. Why is there a dramatic drop in “red” schools, indicating fewer significantly over-crowded schools?**

Enrollment patterns are changing in FCPS. Each spring, FCPS produces a new 6-year projection set. Each fall, FCPS updates school capacity (as needed) based on how the building is being utilized. The CIP maps feature the 6th year in the student enrollment projection set as compared to the most recently calculated school capacity.

Three factors influenced the changing enrollment patterns projected for FCPS. They are: a lowering number of births in Fairfax County, lowering birth to K (five years later) ratios, and a sharp decline in the overall net migration of students.

First, there has been a decline in the number of live births in Fairfax County. Second, since SY 11-12, FCPS has experienced a lower yield of kindergarten students five years later. While in SY 11-12, 92% yields were experienced, in SY 15-16, 82% yields were seen. This trend indicates that smaller cohorts of students have been entering the system in kindergarten in recent years. This impacts the progression of these cohorts for the next five years as they move up through the system. More historical information can be found at the Birth to K dashboard: <http://www.fcps.edu/fts/dashboard/btok/birthtokind15-16.html>

Lastly, there has been a decline in NET migration. Students leave and enter the system through the school year. Net migration adds new students to students who no longer attend FCPS. In SY 12-13, net migration totaled (+2,602 students). This dropped to (+2,356) in SY 13-14, then to (+1,790) in SY 14-15. Between SY 14-15 and SY 15-16, FCPS saw another drop from (+1,790) students in SY 14-15 to (+430) students in SY 15-16. For more information, see pages 14-15 in the CIP. <http://www.fcps.edu/fts/planning/cip/cipbookfy2017-21.pdf>

Other factors considered included monitoring enrollment from new housing and overall system economic conditions.

- 2. Are modular units, quads and or trailers included in the capacity percentages? Do quads count as “bricks and mortar”?**

Temporary classrooms such as single trailers, duplexes and quads are not calculated as part of a school’s capacity. A modular building, on the other hand, is included in the capacity count. This is because when a modular is added, this adds square footage to the permanent building.

Temporary classrooms such as singles, duplexes and quads are not considered “brick and mortar” structures. Although they provide temporary instructional spaces, they are not counted towards capacity of a school. Only modular buildings are counted as a permanent structure. As an example, if a school is at 97% capacity and has a modular building and trailers on site, only the capacity of the school building and modular building is counted in the percentage, but not the trailers.

3. What is the cost of a trailer vs. a quad vs., a modular unit?

The cost of a single trailer classroom is approximately \$32,000; the cost of a duplex classroom is \$67,000 on average and the cost of a quad trailer nearly \$120,000. A modular building is vastly different than temporary classrooms as it is a self-contained school facility – with corridors, full sized classrooms and restroom facilities.

4. When does it become more efficient to tear down a school and rebuild it vs. renovate it? What is the tipping point in terms of costs?

It is always more expensive to tear down a school and replace with a new building. The only time that FCPS would contemplate tearing down a facility is due to a change in the use of the building itself.

In addition to the added cost of tearing down and replacing a building, the practice stands in direct conflict with both the FCPS and Fairfax County sustainability policies. As you may be aware, depending upon the building size it can take the earth anywhere from 40 to 80 years to absorb the carbon from the initial construction. Under this proposed scenario, we could conceivably be demolishing a building in which the original carbon has yet to be absorbed only to replace it with a similarly functioning building thus exacerbating the carbon footprint. This is the reason that FCPS believes in adaptively reusing our facilities. We extend the useful life of the building, at a lower cost and in a manner which is far more sustainable than replacing the facility.

5. What percentage of “outside” funding supports Thomas Jefferson High School?

All of the initial costs for the renovation of Thomas Jefferson are being funded via the FCPS capital program. We have reached an agreement that the counties whose students comprise 18% of the TJ enrollment compensate FCPS for the capital expense. The compensation will be made over a 33 year time frame.

6. Can you provide a status of the sewer line extension proposed to go through Park Authority property to replace the septic tank at Forest Hill Elementary in Great Falls? Is this project still on track?

The Forestville ES sanitary sewer project will begin within the next few months. It is expected to be completed near the start of 2017.

7. Where is the Western High School proposed? Will it be in the Sully District? Is there a projected date for this school to be completed?

The location and timing of the proposed Western High School has not yet been determined. If the school is ultimately required, we believe that the best location would be at the junction of the Sully, Hunter Mill and Dranesville districts, just south of the Dulles Toll Road.

Stormwater:

1. **Can you provide an estimate of the future maintenance/operational costs for the Huntington Levee once completed?**

Staff is working on a response to this question and should have something early next week.

2. **Are there any staff recommendations for the Planning Commission that could help reduce the number of developer defaults in the County?**

Staff is working on a response to this question and should have something early next week.

Community Service Board:

1. **What kinds of waiting lists exist for CSB programs?**

While waiting, interim outpatient services are offered. CSB staff continues to outreach and work with individuals while they are awaiting residential services. Yet unfortunately, this is often not enough help people maintain stability. Often individuals go into crisis and up in emergency rooms, crisis care centers, detox or jail. Paramedics are also often intervening with these individuals in the event of an overdose. If we know about an imminent crisis, we intervene and get the person to emergency services, detox or the hospital.

Transportation:

1. **Is the fence proposed for the Burke Station VRE unique or are other stations also constructing fences?**

The Burke VRE Station fence was requested by a citizen about a year ago regarding safety concerns – unlawful crossing of Norfolk Southern (NS) railroad tracks. It was about the time a young woman was hit by a train near the Burke Centre Station. The issue, and it relates to the entire country, is that the fencing goes on railroad property and there is so much “unfenced” railroads, the railroad companies are unwilling to pay for it. That being the case, the burden of costs to have them installed usually falls on the local jurisdictions or other users of a rail line, like VRE on NS and CSX lines. VRE has included in their capital facilities budget, a fence installation line item for most of the stations in their system. Burke is one of them and installation should begin this spring.

2. **Please provide an overview of the funding for the Silver Line Phases I and II. Of the financing plan, how much is bond proceeds? Does the 13 cents tax include commercial office space? How much revenue was generated in Phase I? Is the rate projected to go up or down in Phase II? Is the payment of the debt service or both phases staggered? Will we keep collecting special tax revenue in the future after the debt is paid off?**

Several Slides will be provided and can be discussed at the Committee meeting as a response to these financing questions.

